



Yorkshire and Humber
TEACHER TRAINING

Initial Assessment Policy

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Policy Statement

Yorkshire and Humber Teacher Training are committed to maintaining an initial assessment system that is effective, consistent, ensures fair assessment and identifies support needs to enable effective learner progression, which is carried out for each individual learner.

Purpose

Yorkshire and Humber Teacher Training believes that by carrying out an initial assessment with every learner we build a clear, accurate and realistic picture of a learner's

- current attainments
- potential to complete their chosen qualification
- learning needs
- skills gaps

To enable

- the appropriate advice and guidance
- an appropriate qualification at an appropriate level

Roles and Responsibilities

Yorkshire and Humber Teacher Training is responsible for ensuring that all employees involved in the assessment of learners receive appropriate training and support regarding the policy and their responsibilities.

The Head of Apprenticeships is responsible for:

- Ensuring that a copy of this document is available to all employees and that the policy and procedures are reviewed annually.
- Ensuring the adherence of this policy by all employees.
- Ensuring the policy is available to learners and employers on the web site.

Individual's Responsibility Individual employees are required to act in accordance with the policy, to enable appropriate support to the learner(s)

Policy Implementation – Procedures

It is essential that all employees put the learner at the centre of the initial assessment process. The process is an important part of the assessor gaining an understanding a rounded picture of the learner as a person.

During initial meetings with the learner's they must be guided by Yorkshire and Humber Teacher Training through the completion of several initial assessments these include (where appropriate):

- BKS Functional Skills Initial Assessment, to discover current levels of attainment in maths and English and inform a starting place for further appropriate diagnostic assessments (BKS)
- Candidate Initial Profile (self-assessment), which includes discussion about
 - Occupational background
 - Current qualifications held – Courses attended
 - Further training and experience needed
 - Assessment needs
 - Learning needs
 - Training needs
 - Aids needed
 - Differentiation / Support needs
 - Objectives and outcomes that the learner wants to achieve

Assessors must also be aware of other modes of assessment available to them:

- Discussion of social needs
- Records of achievement (qualifications and courses).
- Discussion of learning outcomes.
- Observations of learner's working practice.
- Records of Dyslexia Assessments, discussion of dyslexic needs.

Points to remember

Initial assessments are a tool to be used to inform the social, physical and learning development needs of the learner, they will help you to build a relationship with the learners and must be used as a starting point for the ILP.

If additional support is identified ensure appropriate resources are made available to yourself and/or the learner. Not all needs may be met by Yorkshire and Humber Teacher Training or the learner's employer, where appropriate learners may be referred to specialist partner organisations.

Involve the employer to identify where they can support the learner with their needs, between visits with their assessor/trainer.

Initial assessment can be revisited during the programme as a review tool.

Negotiating learning.

When a learner becomes self-aware through initial assessment, they become more focused on improving their own learning and development and negotiating learning and assessment. Ensure that in each session you plan and agree what needs to be achieved in the session and before the next session and what needs to be accomplished to enable attainment.

Continuous assessment.

Throughout the program assessors ensure that progress is regularly reviewed.

Developing a relationship.

Assessors will build on the trust gained during the initial assessment process, including a measure of pastoral support.

In conclusion initial assessment helps assessors to ascertain the learner's learning and support needs including ways in which the learner is likely to learn most happily and effectively and the kind of help they will most value.